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ABSTRACT

A program offering alternative career education for physical education majors is described. At the Chicago Circle campus of the University of Illinois, the School of Physical Education was recently granted college status and became the College of Health, Physical Education, and Recreation. This move was responsive to the declining demand for athletic coaches and physical education teachers in the schools. The new program offers options for nonteaching positions in the area of physical activity. A restructured curriculum now includes six areas: commercial physical education, athletic training, athletic administration, and corrective therapy, in addition to physical education teaching and coaching. Expansion of the curriculum is planned and, in the future, will also provide education in sports administration. Trends in expanding career opportunities for physical education majors are discussed in this document. (JD)

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ALTERNATIVE CAREERS IN PHYSICAL EDUCATION

It has been said that an individual's vocation is like a watershed down which the rest of his life tends to flow.[1] Making a life and making a living are inseparably woven and educational guidance and assistance contribute to a union of making a life and a living.

The vocational aspects of physical education involve individual, institutional and societal responsibilities. The individual must evaluate his or her abilities and interest. Institutional responsibilities in this matter become manifest when attention is focused upon the selection, preparation for and placement in a vocation. Many institutions have literally ignored this responsibility by being ignorant of interests, abilities and vocational requirements. The National Commission on Teacher Education and Professional Standards has pointed out that the real tragedy comes through the frustration of misled college graduates who discover, too late, that they have devoted four years to misguided preparation.[2] The college can go on disregarding its vital responsibility, but the graduate must live the rest of his life with the background that

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1 Chester L. Palmer, Vocational Aspects of Physical Education ,Fifty Sixth Annual Proceedings of the College of Physical Education Association, Richard J. Jamerson (Ed.), p. 9-14, University of North Carolina, Chapel Hill,1953

2 Report of the 1949 National Supply and Demand Study, Ray C. Maul, National Education Association of the United States, Washington, D.C., 1949, p. 31

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college has given him. He cannot reclaim those four years of his life. He must continue to seek his place in an ever sharpening world. Society's responsibility lies in attempting to comprehend what the objectives of education entail and what methods are being employed to attain these ends.

As early as 1965 some educational authorities predicted a tight job market and our professional journals began to tell us about the impending crisis which we all know has now arrived.[3] The following demographic data from the Chronicle of Higher Education on high school graduates, college degrees awarded and employment of college and university faculty will give us a picture of what has happened and what is projected between 1973-1986.[4] These data show that the number of high school graduates will drop almost 400,000 between 1973 and 1985. They also show a modest rise in bachelors degrees awarded (8,000) during this some twelve year period. Faculty positions (full time) at the instructor level and above will drop from 470,000 in 1981 to 444,000 in 1985. Other demographic data indicate that the percentage of

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3 Sheldon L. Fordham, Careers In Physical Education, Briefings, NAPECW and NCPEAM, U.S.A., 1975, p. 1

4. 20-Year Trends in Higher Education, The Chronicle of Higher Education, Washington, D.C., September 19, 1977, p. 8

graduates entering college dropped 4% between 1968 and 1974; during the same period there was a 3% drop in students graduating from college and an 11% drop (41% - 30%) of students going to graduate and and professional schools.

These demographic data plus our own surveys showing a declining rate of job placement for Chicago Circle physical education graduates convinced us in 1973 that we must develop programs in alternative careers.

Our initial thrust was in the area of corrective therapy. We thought this was an extremely practical field because of the need in veterans administration hospitals for corrective therapists. The availability of four VA Hospitals within a 50 mile radius of Chicago has provided us with unparalleled opportunities for clinical experiences. This program has received accreditation from the American Corrective Therapy Association - one of only seven in the United States. Though teacher certification is also required for corrective therapists, our first program in alternative careers was launched. We have approximately thirty students presently enrolled with placement virtually assured at the completion of the program.

At approximately the same time our unit, formerly called the School of Physical Education, was granted college status and we became the College of HPER. The men's and women's departments of physical education were merged and the professional preparation curriculum was revised to provide for a non-teaching option thus paving the way for students to select alternative careers.

Our decision to add a non-teaching option was substantiated by information gathered on a sabbatical leave I had during the winter quarter, 1975, when I visited fourteen major colleges and universities in the Midwest, northeast and eastern sections of the U.S. These institutions, almost unanimously, reported a declining job market in physical education and coaching. Attention was being given in many of these schools, even at that time, to non-teaching options.

In 1976, after an extensive survey of city and suburban high schools, we hired an athletic trainer certified by the National Athletic Trainers Association and began the program that same year. We had assurances from many high schools that they would accept our students for clinical training under the supervision of the university's athletic trainer. We now

have approximately twenty students in the athletic training program and despite the efforts of the National Association of Secondary School Athletic Directors to prevent passage of the Dellums Bill, we believe there is a great need and potential service role for athletic training in the schools. There are approximately 6 certified athletic trainers in the schools in the Metropolitan Chicago area.

In September of this year we decided to restructure the course outline for two sections of our beginning course - Introduction to Physical Education. This restructuring deleted much of the traditional material dealing with the such theoretical issues (as philosophy, principles, and objectives) and included more of an applied emphasis. This course now covers six areas: commercial physical education, athletic training, athletic administration, and corrective therapy, in addition to physical education (teaching and coaching). It is our belief that many beginning students fail to comprehend the theoretical side of a subject at the outset of their college career. We discuss in every section such items as job placement, advantages and disadvantages of that specialization, and provide relevant learning experiences.

Because we were interested in how our students were responding to this thrust, we distributed a questionnaire during the second week of the term. A total of thirty seven students responded to the questionnaire. Eighteen were first semester freshmen majoring in physical education, twelve were sophomores and juniors in physical education and seven were sophomores and juniors in the colleges of LAS and Education. It should be noted that this survey was only an information gathering tool and was not intended to be a highly sophisticated instrument. Among the questions asked were:

1) Are you aware of the severe job shortage in teaching and coaching?

2) Are you aware of alternate careers in physical education?

3) Are you considering alternative careers?

4) What options have you chosen in the college?

5) Would you go a fifth year if necessary to graduate?

Thirty six of the thirty seven students polled were aware of the job shortage in teaching. Twenty eight of the thirty seven were aware of alternative careers. Twenty six were considering alternative careers.

Fifteen (or one half) of the thirty physical education major students were planning on one of the two teaching options and thirty four of the thirty seven said they would take a fifth year if necessary to graduate. These data appear to indicate that we are making some contribution to our student's knowledge about alternative careers.

It is our intent to add another alternative career area to our program in September, 1978. This is in the area of health clubs. The health club industry is probably one of the fastest growing in Metropolitan Chicago. The number of Chicago Health and Tennis Clubs alone have increased from 22 to 100 since 1968 with gross sales increasing from $4½ million to $53 million in that same period. Other data show that this same organization has 57,000 members in the city and Metropolitan Chicago clubs of a 211,000 total in the United States. To illustrate the great potential for club membership, this total represents only 1/10 of 1% of the total U.S. population. The ten year projection for sales in Chicago Health and Tennis Clubs (based on reliable analyses and sales records) show the following:

Year	Sales
1978	$ 66,000,000
1979	82,000,000
1980	103,000,000
1981	129,000,000
1982	161,000,000
1983	201,000,000
1984	252,000,000
1985	315,000,000
1986	394,000,000
1987	492,000,000

We plan to add sports administration within the next two years. As you know Western Illinois University was the first public institution in the state to offer this specialization. Loren Dittus, the next speaker will tell you about it.

I thought you might also be interested in what is happening at other institutions on a wider geographical basis. Recent inquiry in to thirteen of the fourteen schools I visited in 1975 indicates that most of them are now actively seeking and implementing other areas of specialization for their students.

The University of Maryland is now offering a B.S. in an non-teaching area called Kinesiological Sciences. These graduates are finding jobs in health spas and exercise centers. They are also adding courses to their curriculum to qualify for athletic training and working with the atypical.

Rutgers offers a Human Kinetics major with specializations in physical therapy, physical fitness specialist and sports administration.

Wayne State reports a good job placement in non education areas.

Toledo offers corrective therapy and athletic training, in addition to a new non-teaching area called Human Performance in Sport and Physical Activity.

Cleveland State University has programs in athletic training and is planning programs for the handicapped and the aging.

The University of Cincinatti reports a grim job out look for their teaching graduates and is now preparing students for work in community agencies in addition to it's traditional offerings.

Ohio University in Athens, Ohio has offered for several years an athletic administration concentration and place the bulk of their graduates.

The University of Massachusetts offers a sports management curriculum at both the graduate and undergraduate levels. Some of their internship locations are the Buffalo Bills, New England Patriots and the Philadelphia Eagles professional football organizations; professional

baseball in Boston, New York, Phoenix, Syracuse and Tampa, plus many intercollegiate athletic program sites.

George Washington University, within sight of the White House, has changed the name of its Department of Physical Education to the Department of Human Kinetics and Leisure Studies and reports excellent enrollment in its program of tourism. Their location in proximity to many international travel organizations makes this a natural area of concentration.

Pittsburgh University athletic training graduates are going into health clubs.

Bowling Green has a professional performance degree for professional sports, exercise physiology, athletic training, coaching certification and coaching women's athletics.

It is quite obvious to all of you that the alternate careers discussed today do not include several areas such as fitness programs for the aging, programs in correctional institutions, physical therapy and others. Geographical location, competencies of the faculty and potential job placement are all important in implementation of programs.

To say that physical education is at the "crossroads" is using a worn out cliche. We've been at these crossroads so often during the last decade that we're getting shell- shocked. We recall vividly the loss of the requirement in the state universities and the funding limitations currently in effect. However, we must seek out and find more opportunities for employment for our students who are committed to one form or another of physical activity. I honestly believe that this profession stands on the brink of untold opportunities for service. We've only just begun to realize our potential for greatness.